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ABSTRACT

This handbook provides basic information for conducting an institutional self-evaluation of programs and services offered to the disadvantaged and handicapped at the community college level. Specifically focusing on programs and services funded under the Vocational Education Amendments of 1968, this guide is intended for those who are inexperienced with such self-evaluation projects. Developed as part of a pilot study of four community colleges, in cooperation with representative members of the administration, staff, community, and student body, this document includes: (1) background information, (2) a summary plan for evaluation, (3) steps in the evaluative process, and (4) sample work forms. Suggested evaluation questions and a sample working diagram for the self-study process are provided. An extensive self-evaluation questionnaire is appended. This document is related to VT 018 582 and VT 018 595, which are available in this issue. (AG)

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# HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

VT018583

# HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

(Public Law 90-576)

This handbook was developed by Tadlock Associates, Inc. as part of an RCU Project contract through the agency of the Foothill Community College District and is the result of a pilot study of four community colleges in cooperation with representative members of the administration, faculty, staff, community, and student body served.

Tadlock Associates, Inc. (TAI)
Los Altos, California

April 15, 1972

## PREFACE

This handbook is designed to provide a fairly complete source and guide for those individuals who will be participating in self-evaluation projects but who have had little or no experience in such exercises. For those who have served on accreditation teams or have prepared accreditation reports, it may belabor the obvious. For these latter, the Handbook containing the questionnaire, budget forms, and general directions may be sufficient. Those wishing additional information are directed to the Handbook Supplement.

As feasible and appropriate TAI has borrowed heavily from the Western Association of Schools and Colleges' Handbook of Accreditation. TAI suggests that in subsequent evaluation cycles, the WASC Handbook which is current at that time be used as a basic guide, supplemented by the general material noted above.

# HANDBOOK FOR SELF-EVALUATION OF PROGRAMS AND SERVICES TO THE DISADVANTAGED AND THE HANDICAPPED AT COMMUNITY COLLEGES UNDER THE VOCATIONAL EDUCATION AMENDMENTS OF 1968

(Public Law 90-576)

## Background

The Vocational Education Amendments of 1968 (Public Law 90-576) made monies available to the various states to assist them

> *. . . to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post secondary schools--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.*

Guidelines for the expenditure of these monies specified that at least 25 per centum but no less than 15 per centum of each state's allotment of funds appropriated under section 102 (a) for any fiscal year beginning after June 30, 1969 "shall be used only for the purpose set forth in paragraph (4)(A) of subsection (a)" which reads:

*(4)(A) vocational education for persons (other than handicapped persons defined in section 108(6)) who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education program; . . .*

The Act further specified that at least 10 per centum of each state's allotment of funds appropriated under section 102(a) for any fiscal year beginning after June 30, 1969, "shall be used only for the purpose set forth in paragraph (4)(B) of subsection (a)" which reads:

*(B) vocational education for handicapped persons who because of their handicapping situation cannot succeed in the regular vocational education programs without special educational assistance or who require a modified vocational education program; . . .*

In addition, section 102(b) authorized to be appropriated $40,000,000 each for the fiscal years and ending June 30, 1969, and June 30, 1970, for the purposes of section 122(a)(4)(A), emphasizing that "Nothing in this subsection shall be construed to affect the availability for such purposes, of appropriations made pursuant to subsection (a) of this section."

Further provisions of the Vocational Education Amendments of 1968 made evaluation of programs and services funded under the Act mandatory.

In keeping with these provisions, this handbook for evaluation was developed by Tadlock Associates, Inc. as part of an RCU Project contract through the agency of the Foothill Community College District and is the result of a pilot study of four community colleges in cooperation with representative members of the administration, faculty, staff, community, and student body served.

# SUMMARY PLAN FOR EVALUATION

Agencies planning to use this model should plan on taking the following steps:

1. Designation of an evaluation coordinator from the Division of Occupational Instruction in the Chancellor's Office, California Community Colleges, or other appropriate agency to represent state interests.
2. The institution to be evaluated institutes a steering committee to look at itself. It speaks to the Division of Occupational Instruction, the Chancellor's Office, or other appropriate agency via self-study. TAI has developed and validated a questionnaire (Appendix A) which may be used for this purpose.
3. Peers, students, and community members give evaluation and advice via the Evaluation Report.
4. The institution responds to the Evaluation Report through direct communication with the evaluating agency.
5. The agency instituting the inquiry reacts with suggestions, advice or recommendations on the basis of the information in the first three steps.
6. The institution continues to consider and act on the results of its own self-study and the recommendations received.

Such self-evaluations can and should be initiated at either of two levels:

1. By the local institution for the improvement of its internal operations.
2. By an external agency with responsibility for accreditation, fiscal and educational accountability, or research and development.

Either reason is valid and if conducted with concern for the improvement of the programs will serve the best interests of the ultimate clientele, the students.

In suggesting this model for the evaluation of programs and services to the disadvantaged and the handicapped in community college occupational education programs, the authors acknowledge that a meaningful evaluation can only be made of those programs and services which have been in existence for an academic quarter or more, and have therefore had an opportunity to "graduate" or otherwise determine that the participating student(s) have undergone specific training, or have been exposed to supportive services over a measurable length of time.

In order to minimize the possible disruption of an institution's normally scheduled activities such as registration, etc., it is suggested that on-site evaluation visits be planned to begin no sooner than the third week after the start of an academic quarter or semester, whichever the case may be.

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## Evaluation Committee

A previously designated representative from the Chancellor's Office or any other agency with responsibility for accreditation, fiscal and educational accountability, or research and development will arrange for the on-campus visits with the institutions which are to be visited. He proposes the names of the chairmen of the visiting committees to the Chancellor's Office or other appropriate agency for approval and selects the other members of the committee. A vice chairman--preferably from an institution other than the one being visited--is named to assist the chairman in the preparation of the report and to take over in case of emergency. The size of the committee may vary with the size of the institution or the complexities of the programs involved in the self-evaluation process; therefore, it is recommended that the committee be comprised of a minimum of six people. There should be a representative from each of these three areas--a disadvantaged or handicapped student presently being served by a special program or service on the campus, a representative of the disadvantaged and/or handicapped sector of the local community, and a local faculty member--and they would participate only insofar as their individual institution is concerned. The other three team members would be comprised of peers from other districts or campuses. While it may be advisable that the larger portion of the evaluation committee be drawn from individuals who have previously served on such committees, it would be advisable to include inexperienced evaluators to serve as full members and/or observers, in order to provide inservice training and continuity--older members may retire, and newer ones may leave.

Committee members should be chosen for their individual competence and familiarity with problem areas as well as with major areas of strength.

## Conduct of the Visit

When appointments of non-campus members to an evaluation committee are complete, the representative of the Chancellor's Office, or other appropriate agency prepares a roster of the committee, which is sent to

the institution to be visited, to the chairman, and to the members of the evaluation committee. The chairman of the committee then makes arrangements with the Occupational Education Director of the institution being visited regarding the appointment of local members, meals, housing, a headquarters room for the committee, and similar matters. The chairman informs the members of his committee of these arrangements. The chairman may plan for an organizational meeting of his committee the evening before the formal visit begins, though this may occur on the morning of the first day. If there are other evaluating teams on the campus at the time of the visit who are interested in related specialized services and/or programs for the disadvantaged or the handicapped, these groups could be combined and meet together, and make use of each other's specialties as may seem appropriate.

Interviews will be conducted with the administration, faculty, and some students and representatives of the disadvantaged and the handicapped sector of the community. The faculty should be advised that there will be some classroom observation. It is assumed, of course, that the president, faculty, and staff will be on campus during the full period of the visit, which should be no less than two days.

When a campus is part of a system, arrangements should be made to include a representative from the central (district) administration at some stage of the visit. Needless to say that central administration should have previously become familiar with the contents of the evaluation instrument(s).

At the conclusion of the evaluation visit, the chairman and his colleagues on the evaluation committee should meet informally with the administration and faculty representatives--as well as guidance and counseling, tutorial, financial aid and other services to the disadvantaged and the handicapped--to check the accuracy of their facts and assumptions. Because of the importance of this meeting, adequate time should be allowed for a full exchange of ideas.

## Evaluation Report

Following the evaluation visit, it is the responsibility of the chairman to prepare the Evaluation Report. This report should be the work of the entire committee and should reflect the judgment of the whole committee. After the chairman has received the contributions of his committee members, normally before the committee departs from the campus, he should draft the report and send copies to his associates for their approval and/or recommendations for changes. The final draft is then submitted to the local college administration in order to check once more on the accuracy of facts. The final report is then sent to the institution and to the Chancellor's Office, or other agency initiating the Evaluation Report. Institutions should be made aware that the Chancellor's Office or other agency initiating the evaluation request will consider it a misuse of the document if the institution releases or publishes only portions favorable to itself.

The recommendation(s) of the evaluation team should be made on separate sheet(s), and not appear in the body of the draft or the final copy of the Evaluation Report.

## Reaffirmation of Attainment of Goals

Periodic self-study should be recognized as essential for continued progress. The nature and the frequency of the reaffirmation process will depend on many factors, such as the institution's history of serving the disadvantaged and the handicapped; the development of new programs and services; the development of new certificated and/or degree programs; the acquisition of new off-campus units; substantial changes in enrollment and support level; conditions brought about by internal or external forces which may make it difficult if not impossible for the institution to fulfill its mission or, conversely, which may make new resources available to assist the institution in attaining its goals. An institution which is requested to undertake a self-evaluation and/or be visited again after two years should not view this decision as being punitive--the average expected length of stay

of students in community colleges is two years, in which time the composition of the student body and availability of resources to serve the disadvantaged and the handicapped may have undergone substantial changes--but as an opportunity to maintain close contact with the state and federal philosophical concepts and funding sources, and to have access to the advice of highly qualified consultants. Such reporting and/or visitation of institutions on a two-year basis may be divided so that one half would report on odd years, and the other half on even years. Such a reporting system would make it possible for individual institutions to have access on a yearly basis to new ideas and/or solutions to problems similar to their own which have been developed by other institutions. Institutions which continue without a request for a bi-annual self-evaluation will, of course, have reason to feel gratified but should remain sensitive to the need for continuous self-appraisal.

Annual Report

An annual report of the use institutions have made of the Part B "set aside" funds for programs and services to the disadvantaged and the handicapped is implicit in the claims forms. However, identification of specific programs and services for the disadvantaged and the handicapped and their qualitative and quantitative results has, in may instances, been so vague that the need for a more concise method of delineating these programs and services has become self-evident.

Periodic Self-Study

Institutions are encouraged to experiment with various forms of self-appraisal. An institution which has opened its doors to the disadvantaged and/or the handicapped as a recent addition to their occupational educational offerings should undertake a fairly comprehensive study, although it is free to describe objectives, programs, and outcomes in its own way, remembering always that the study should be designed and carried out in a way that will be of maximum value for its clientele.

## INSTRUCTIONS FOR COMPLETING THE WORKSHEET ON THE USES OF VEA SET ASIDE FUNDS

1. The worksheets should be completed independently by the fiscal officer, the occupational director, and the appropriate special programs coordinator at each college, and should reflect their knowledge or perception of programs and services which are supported by VEA set-aside funds only.

2. The examples supplied in each category are merely examples and are to be regarded as such. Should the colleges have programs and services supported by VEA "set-aside" funds other than those included in the examples, the names of these programs and/or services should be substituted in the appropriate category.

3. Set-aside funds may be used for recruitment and special assistance programs aimed primarily at, and used for, disadvantaged and handicapped occupational education students. However, if this special assistance also benefits other students, the program costs should be pro-rated and so indicated.

4. The total indicated at the top of each page should be the amount the individual completing the worksheet believes to be the amount received by the college for these purposes. He should arrive at this figure independently without consultation with other officers or departments of the college.

- Worksheet -

# VEA SET-ASIDE FUNDS ALLOCATION

Total School Allotment of SET-ASIDE DOLLAR AMOUNTS for Disadvantaged Occupational Students: $_____

| Programs and/or services which benefit only disadvantaged occupational students | Programs and/or services which benefit all students | Basic school programs and/or needs | Other |
|---|---|---|---|
| Tutorial $_____ | Placement $_____ | Library $_____ | Special Administrative Services $_____ |
| Peer Counseling $_____ | Child Care $_____ | Visuals $_____ | Inservice Training for Staff $_____ |
| Transportation $_____ | Draft Counseling $_____ | Major Equipment $_____ | Counselor(s) $_____ Instructor(s) $_____ |
| Individualized Instruction $_____ | Work-study Coordinator $_____ | Curriculum Revision $_____ | Remodeling $_____ |
| Other $_____ | Other $_____ | Other $_____ | Other $_____ |
| Totals: _____ | _____ | _____ | _____ |

Grand Total _____

- Worksheet -

# VEA SET-ASIDE FUNDS ALLOCATION

Total School Allotment of SET-ASIDE DOLLAR AMOUNTS for Handicapped Occupational Students: $_____

| Programs and/or services which benefit only handicapped occupational students | Programs and/or services which benefit all students | Basic school programs and/or needs | Other |
|---|---|---|---|
| Tutorial $_____ | Placement $_____ | Library $_____ | Special Administrative Serves $_____ |
| Peer Counseling $_____ | Child Care $_____ | Visuals $_____ | Inservice Training for Staff $_____ |
| Transportation $_____ | Draft Counseling $_____ | Major Equipment $_____ | Counselor(s) $_____ Instructor(s) $_____ |
| Individualized Instruction $_____ | Work-study Coordinator $_____ | Curriculum Revision $_____ | Remodeling $_____ |
| Other $_____ | Other $_____ | Other $_____ | Other $_____ |
| Totals: _____ | _____ | _____ | _____ |

Grand Total _____

The re-evaluation of occupational education programs and services to the disadvantaged and the handicapped in those institutions which, over a number of years, have established this portion of their offerings as an integral part of the total occupational education institutional offerings, may present certain special problems and opportunities. In evaluating a large institution with a multiplicity of programs and services for the disadvantaged and the handicapped, it may not be feasible to attempt complete institutional coverage. Emphasis will be placed on the ability of the institution to study itself, as reflected by the written report and on-campus interviews.

## The On-Campus Visit

Depending on the circumstances, agreement can be reached with the Chancellor's Office, or other agency to invite a small three-member committee--to be augmented to six by the addition of three local people--to analyze the particular focus of self-study. If, on the basis of this visit, other problems appear, the Chancellor's Office or other agency can then request additional information or a comprehensive self-study and send in a larger committee to conduct a more thorough appraisal of the institution's entire occupational education offerings.

## Steps in the Evaluation Process

The evaluation process regarding programs and services to the disadvantaged and the handicapped under VEA Part B "set aside funds, periodically and jointly conducted by the institution and the Chancellor's Office or other agency, may take a number of forms, but regardless of the particular form employed, it should include the following steps:

1. The institution looks at itself and/or speaks to the Chancellor's Office or other agency via self-study. TAI has developed and validated a questionnaire (Appendix A) which may be used for this purpose.

2. Peers, students, and community members give evaluation and advice via the Evaluation Report.

3. The institution responds to the Evaluation Report through direct communication with the agency instituting the inquiry.

4. The agency instituting the inquiry reacts with suggestions, advice, or recommendations on the basis of the information in the first three steps.

5. The institution continues to consider and act on the results of its own self-study and the recommendations it has received.

Forms of Evaluation

In view of the fact that few, if any, California community colleges have undergone a comprehensive evaluation with regard to special programs and services for the disadvantaged and the handicapped as provided for by Part B of the Vocational Education Amendments of 1968, all institutions are encouraged, initially, to use the comprehensive evaluation described below.

After the initial comprehensive evaluation, the form of a re-evaluation will depend upon circumstances, particularly upon the degree to which an institution makes habitual and skillful use of self-study techniques on its own accord. Institutions are invited to discuss the possibilities with the Chancellor's Office, the RCU, or other appropriate state and/or federal agencies.

The normal interval between reviews is three years, unless a substantial change in the nature of the institution's offerings of programs and services for the disadvantaged and the handicapped, questions as to its continued education effectiveness in this regard, or other serious reasons move the Chancellor's Office or any other appropriate state or federal agency to re-examine it earlier.

## The Essential Nature of an Institution's Self-Study of Occupational Education for the Disadvantaged and the Handicapped

Following are the kinds of questions which should be directed to the administrators, teachers, counselors, directors, and students.

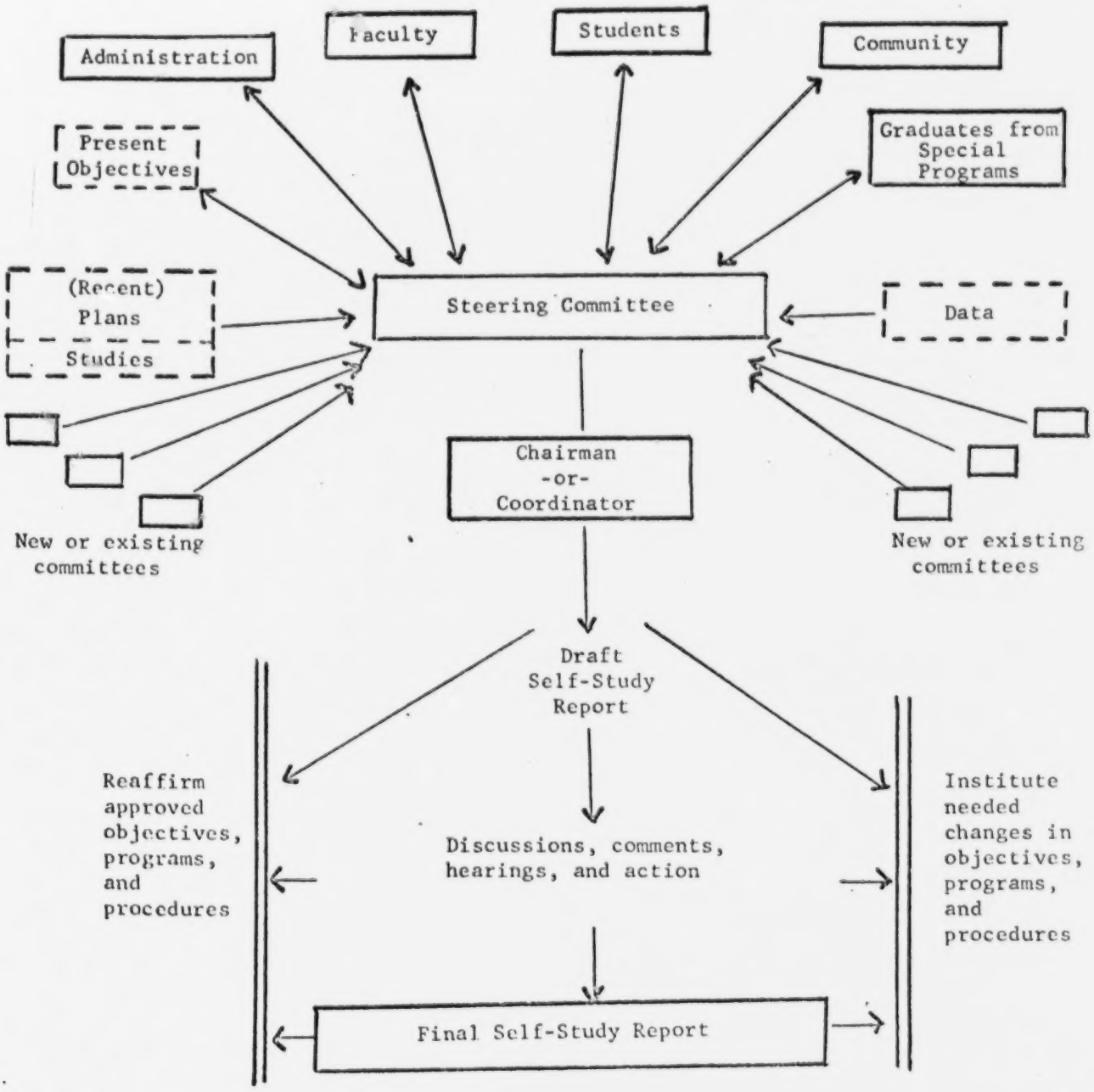
1. What is the institution's operational definition of a disadvantaged student? Of a handicapped student?
2. What are this institution's objectives with regard to occupational education for the disadvantaged and the handicapped, and what obligations does it have?
3. Are the objectives appropriate? Now? Here? For its constituency?
4. Are the institution's occupational education programs for the disadvantaged and the handicapped consistent with its objectives?
5. Are the programs, activities, and services designed to achieve the objectives?
6. What indications are there that the special services permeate the fabric of the institution? That special services make a difference?
7. What evidence is there that these programs are not an appendage, not window dressing to the institution? Is there a sense that these programs are token?
8. Are the resources available to carry out the programs? Will they continue to be available?
9. Is there reason to believe the objectives are being achieved? What is the evidence?
10. What are the perceptions of the students, the staff, and the community regarding the president's attitude and support of the program(s)? What evidence is there of the validity of these perceptions?
11. What are the perceptions of the staff about the disadvantaged? About the handicapped?

12. What are the levels of expectations of the staff regarding performance by disadvantaged students? By handicapped students?

Diagramatically, a sample self-study process might be represented as shown on the following page.

# SELF-STUDY

## INFORMATION FLOW



Appendix A

# EVALUATION QUESTIONNAIRE

The following questionnaire was developed by Tadlock Associates Inc. to assist the community colleges in their self-evaluation of programs and services to the disadvantaged and handicapped under the Vocational Education Amendments of 1968 (Public Law 90-576) and their use of funds set aside for these purposes.

The questionnaire has been divided into sections which cover various aspects of programs and services, thereby affording participating personnel a composite view of different facets of these programs and services. In the final analysis, evaluation of performance vis-a-vis programs and services can only be determined by each institution in light of its own self-defined goals.

The questionnaire, therefore, should be viewed as a helping tool. With this in mind, it is hoped that the completion of this questionnaire will prove to be of benefit to each of the individual colleges and to the California Community Colleges as a whole.

## SOME SUGGESTIONS FOR THE USE OF QUESTIONNAIRES OR OTHER EVALUATIVE INSTRUMENTS

1. Each evaluation team member should be given all sections of the questionnaire so they may become familiar with same prior to self-study or to field visit(s).

2. Team members should be encouraged to submit additional questions and/or sections--if they indicate a need or an interest--or if they consider coverage of a particular phase to be inadequate.

3. Community agencies or organizations such as Youth for Service, Arriba Juntos, The American Indian Society, the Neighborhood Youth Corps, the Extended Opportunity Programs, etc., that recruit, refer, or otherwise participate in community colleges occupational education programs and services for the disadvantaged and the handicapped should be notified in advance of visitation dates and asked to comment on programs and/or services if they so desire.

4. If there are sections or questions of the questionnaire which are ambiguous or otherwise not understood by team members, clarification should be furnished by the committee chairman or the questions modified, before the team disperses on designated tasks.

5. Separate sheet(s) should be furnished on which team members may make subjective observations regarding cooperation of interviewees.

6. A list of individuals by title and name whom it might be advisable to interview in addition to top administrators and/or department heads should be furnished to the evaluation team members.

7. Questionnaires should be completed by as many individuals as possible who render services to the disadvantaged and the handicapped, regardless of their position on the academic or occupational totem pole, or the program in which they are employed.

   (The purpose of the above is to assist in determining how widespread among the campus personnel is the information regarding programs and services available to the disadvantaged and the handicapped. On many campuses evaluation teams concerned with various other programs have found that even within the same program employees seemed to be unaware of the responsibilities and functions of other employees.)

## Appendix A

### EVALUATION OF OCCUPATIONAL EDUCATION PROGRAMS FOR THE HANDICAPPED AND DISADVANTAGED IN CALIFORNIA COMMUNITY COLLEGES

College_____
(name of campus)

Program_____ Position_____
(Name of your program, see nstructions below)

Date_____

Instructions:

- You are not to discuss this instrument with others before completing the evaluation.
- Your first impression is important.
- If you do not know the answer to any particular question, please indicate "Do not know."
- Note the appropriate space for written comments in each section of the evaluation form.
- In the space provided above, indicate the name of the program in which you are employed and your official status, such as teacher, counselor, tutor, student, etc.
- Your responses are to indicate programs and services for disadvantaged and handicapped occupational education students only.

MODEL FOR EVALUATING OCCUPATIONAL EDUCATION PROGRAMS
FOR THE HANDICAPPED AND DISADVANTAGED
IN CALIFORNIA COMMUNITY COLLEGES

Programs and serv.ces for disadvantaged and handicapped students in occupational education should be evaluated periodically against a set of guidelines by a self-study method. The following questionnaire provides a convenient vehicle for such a study. In each instance please check any and all answers as may be appropriate.

A. Identification of Clientele:

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Are handicapped students identified as such | | | |
| a. Before they arrive on campus? | ___ | ___ | ___ |
| b. Before they are registered in classes? | ___ | ___ | ___ |
| c. After they are registered in classes? | ___ | ___ | ___ |
| 2. a. Is there a specific person on campus who has the major responsibility for identifying and assisting the handicapped students on campus? | ___ | ___ | ___ |
| b. Is identification based on medical or psychological examinations? | ___ | ___ | ___ |
| c. Are methods other than physical or psychological examinations used to identify handicapped students? | ___ | ___ | ___ |
| 3. Are disadvantaged students identified as such | | | |
| a. Before they arrive on campus? | ___ | ___ | ___ |
| b. Before they are registered in classes? | ___ | ___ | ___ |
| c. After they are registered in classes? | ___ | ___ | ___ |
| 4. Is income criteria a method used on your campus to identify disadvantaged students? | ___ | ___ | ___ |

| | Yes | No | Don't Know |
|---|---|---|---|
| 5. Are methods other than income criteria used to identify disadvantaged students? | ___ | ___ | ___ |
| 6. Does the college maintain records of occupational education students which indicate | | | |
| a. Number of handicapped students presently enrolled? | ___ | ___ | ___ |
| b. Number of disadvantaged students presently enrolled? | ___ | ___ | ___ |
| c. Retention rate of handicapped students? | ___ | ___ | ___ |
| d. Retention rate of disadvantaged students? | ___ | ___ | ___ |
| e. Financial and/or other assistance to handicapped students? | ___ | ___ | ___ |
| f. Financial and/or other assistance to disadvantaged students? | ___ | ___ | ___ |
| g. Placement of handicapped students in training-related work-study programs? | ___ | ___ | ___ |
| h. Placement of disadvantaged students in training-related work-study programs? | ___ | ___ | ___ |
| i. Placement follow-up of handicapped students after completion of training? | ___ | ___ | ___ |
| j. Placement follow-up of disadvantaged students after completion of training? | ___ | ___ | ___ |

B. Administration and Planning

1. By means of a "flow chart" indicate lines of authority and responsibility for the planning and use of "set aside" VEA funds for disadvantaged and handicapped occupational education students.

| | Yes | No | Don't Know |
|---|---|---|---|
| 2. Does the college furnish inservice training for those individuals charged with the responsibility for implementing programs and services in which these funds are used? | ___ | ___ | ___ |

3. If such inservice training is available, please indicate by name and/or title of persons to whom this training is supplied.

4. Which of the following kinds of information is included in the inservice training? Please check all appropriate answers.

___ a) Acquaintance with legal source(s) of funding and constraints

___ b) Administration and supervision of funds

___ c) Accountability for use of funds

___ d) Design and planning for use of funds

___ e) Implementation of programs designed by others

___ f) Implementation of programs designed by self

___ g) Survey of or acquaintance with the kinds of programs and/or services for which the funds may be legally used

___ h) Round table discussions to elicit suggestions for use of funds

___ i) Other (please explain)_____

___ _____

___ _____

5. What are the institution's self defined aims and objectives with regard to disadvantaged and handicapped occupational education students in using the "set aside" funds?

6. What methods are used by your college to determine the net impact on student achievement in the following areas through the use of these funds?

   a. Tutorial programs_____

   b. Compensatory/remedial classes_____

   c. Counseling_____

   d. Physical therapy and/or other health services_____

   _____

   e. Other (please specify)_____

   _____

7. What kinds of records are maintained by your college to support your response(s) to the above questions?

   _____

   _____

   or

   How do you know your offerings are effecting any positive change?

   _____

   _____

| | Yes | No | Don't Know |
|---|---|---|---|
| 8. Are the programs and services for disadvantaged and handicapped occupational education students subject to periodic review? | ___ | ___ | ___ |

   a. How often? _____

   b. By whom? _____

   c. What method is used for validating and updating present offerings? (please describe)

   _____

   _____

   _____

   _____

9. On what basis were the present options (programs and/or services) selected?_____

   a. How long ago?_____

   b. By whom?_____

_____

| | Yes | No | Don't Know |
|---|---|---|---|
| 10. Are present programs adequate to accomplish the aims and objectives outlined by the institution? | ___ | ___ | ___ |

_____

| | | | |
|---|---|---|---|
| 11. Are any changes in present programs and services for disadvantaged and handicapped occupational education students contemplated? | ___ | ___ | ___ |

_____

| | | | |
|---|---|---|---|
| 12. Does your college possess the necessary resources (staff, equipment, software, etc.) to carry out its stated program objectives for disadvantaged and handicapped occupational education students? | ___ | ___ | ___ |

_____

13. Does your college encourage its staff to develop innovative and creative approaches to teaching, counseling, and tutoring

| | | | |
|---|---|---|---|
| a. Handicapped students? | ___ | ___ | ___ |
| b. Disadvantaged students? | ___ | ___ | ___ |

_____

_____

14. How are these brought to the attention of the staff?

_____

_____

_____

| | Yes | No | Don't Know |
|---|---|---|---|
| 15. Are VEA funds for disadvantaged and handicapped occupational education students clearly identified? | ___ | ___ | ___ |
| 16. If these funds are combined with those of other special programs such as EOP, NYC, etc., are the coordinators of these programs made aware of this fact? | ___ | ___ | ___ |
| 17. Has your college experienced ancillary problems relating to accountability such as those indicated below, if programs and services are combined? | | | |
| a. Reporting of percentage of time chargeable to each account? | ___ | ___ | ___ |
| b. Use of equipment by students enrolled in the program or department to which equipment has been charged? | ___ | ___ | ___ |
| c. Supervision of employees whose salary is chargeable to more than one program or project? | ___ | ___ | ___ |
| d. Maintaining student records for reporting purposes to the various funding agencies? | ___ | ___ | ___ |
| e. Other? (please explain)_____ | | | |

18. If you have not experienced or do not view these as problems, what method(s) have you employed to avoid the same? (please explain)

C. Tutorial

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Are there modified and other special programs and services available on the campus designed especially to assist handicapped occupational education students? | ___ | ___ | ___ |
| 2. Are there tutorial or other compensatory programs available on the campus designed especially to assist disadvantaged occupational education students? | ___ | ___ | ___ |
| 3. Is there more than one procedure used to qualify students for these programs and services? | ___ | ___ | ___ |
| 4. Is there a procedure used to determine when students are no longer in need of special assistance? | ___ | ___ | ___ |
| 5. Is the special assistance offered a student determined on the basis of the requirements of the particular occupational area in which he is enrolled, or has indicated a desire to enroll? | ___ | ___ | ___ |

D. Counseling

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Does your college furnish occupational education counseling as a separate function in your counseling department? | ___ | ___ | ___ |
| 2. Are occupational education counselors required to have special training and/or experience in the field? | ___ | ___ | ___ |
| 3. Is special training or experience required of counselors who work with | | | |
| a. Handicapped students? | ___ | ___ | ___ |
| b. Disadvantaged students? | ___ | ___ | ___ |
| c. Are both groups handled by same counselor(s) | ___ | ___ | ___ |
| 4. Is there special occupational counseling offered to handicapped occupational education students over and above that offered to other occupational students? | ___ | ___ | ___ |
| 5. Is there special occupational counseling offered to disadvantaged occupational education students over and above that offered to other occupational students? | ___ | ___ | ___ |
| 6. Are there other guidance and counseling services available to disadvantaged and handicapped occupational education students other than the ones described above? | ___ | ___ | ___ |

E. Relationships with Other Programs and Agencies

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. Does your college maintain liaison with other agencies such as the Veteran's Administration and the State Department of Rehabilitation and routinely refer handicapped and disadvantaged occupational students to them for services as needed? (Please describe the nature of the relationship and/or coordination of effort.) | ___ | ___ | ___ |
| 2. Does your college routinely refer disadvantaged and handicapped occupational education students to other programs on the campus such as EOP, NYC, etc. for special assistance if needed? | ___ | ___ | ___ |

F. Community Involvement and Awareness

| | | | |
|---|---|---|---|
| 1. a. Are individual members and/or organizations whose clientele is comprised of handicapped persons represented on advisory committees for occupational education? | ___ | ___ | ___ |
| b. Are these individuals and/or organizations included in the planning of curriculum content and/or special services for handicapped occupational education students, using the "set aside" funds? | ___ | ___ | ___ |

| | Yes | No | Don't Know |
|---|---|---|---|
| 2. a. Are individual members and/or organizations whose clientele is comprised of disadvantaged persons represented on advisory committees for occupational education? | ___ | ___ | ___ |
| b. Are these individuals and/or organizations included in the planning of curriculum content and/or special services for disadvantaged occupational education students using the "set aside" funds? | ___ | ___ | ___ |
| 3. Are these individuals and/or organizations involved in disseminating information to their clientele about programs and services funded by VEA "set aside" funds? | ___ | ___ | ___ |
| 4. Are these individuals and/or organizations involved in the evaluation of programs and/or services to disadvantaged and handicapped students which are supported by VEA "set aside" funds? | ___ | ___ | ___ |

E. Students

| | | | |
|---|---|---|---|
| 1. Does the college have a system to inform disadvantaged and handicapped occupational education students about special assistance available through the use of VEA "set aside" funds? | ___ | ___ | ___ |

| | Yes | No | Don't Know |
|---|---|---|---|
| 2. Have occupational education instructors and counselors been made aware of the special programs and services available to disadvantaged and handicapped students enrolled, or who may wish to enroll, in their classes? | ___ | ___ | ___ |
| 3. Do occupational education instructors and counselors participate in the assignment of tutors for the disadvantaged and handicapped students in their classes? | ___ | ___ | ___ |